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ABSTRACT

Education should not be thought of as being confined within traditional, formal education, but as embracing all learning processes and activities. Formal and informal systems of learning have specific roles to play within the educational process, while maintaining close cooperative linkages with each other. In other words, education is a lifelong process. Cognizant of the fact that there are many students who have dropped out of school but whose acquisition of learning has not ceased, the Filipinos pioneered a project on assessment that recognizes skills acquired through informal dimensions. The reintegration of these students into the educational system is made possible through the Accreditation and Equivalency Program (AEP), carried out through a series of proficiency tests. School dropouts have various educational backgrounds, and the AEP provides avenues for them to re-enter the education system on their levels. Findings from the project showed that Grade III appears to be the threshold educational level where permanency of literacy and numeracy is at its optimum; and that, after general mental ability, the grade level last completed before dropping out is the most important explanatory factor influencing later educational success of the reintegrated students. (KC)

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Topic ASSESSMENT AND NON FORMAL EDUCATION:
THE PHILIPPINE EXPERIENCE

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The author views Education as not being confined within a time-bound and place-bound traditional type of formal education but embraces all learning processes and activities. Formal, non-formal, and informal systems of learning to play have specific roles, while maintaining close cooperation linkages This stand that education has to take is advanced on the theory of "lifelong education Cognizant of the fact that there are a good number of students that have dropped out of school but whose acquisition of learning has not ceased, the Philippines pioneered a project on assessment and recognized skills acquired through non-formal or informal dimensions The integration of these students at any stage in the educational, economic or social life to broaden opportunities is made possible. The Philippines calls it, Accreditation and Equivalency Program . Cited in the paper providing empirical evidence for educational planning and curriculum designing are findings showing that the concept of school drop-out or out-of-school youth is not monolithic that Grade III appears to be the threshold grade level where permancy of literacy and numeracy is at its optimum that after general mental ability, the grade level last completed before dropping out is the most important explanatory factor influencing their achievement.

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The educational situation of children in the developing world poses a lot of challenges. Out of 120 million children of the world in 1975 who chose to leave school, 80 million or about 67 percent are in Asia. These figures can made us realize how wealthy we are in the manpower resources if we can provide for the optimum development of their potentials.

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In the Philippines alone, the latest figure on the out-of-school youth approximate five million Filipinos of school age Although projections reflect a decreasing trend, the decrease seems negligible and could possibly revert to an increase if nothing is done for the present.

In the context of Philippine educational efforts, the problem has been dealt with in various forms. The National Educational Testing Center for one, saw the potentials of assessment procedures to operationalize its efforts to help lessen the magnitude of the problem.

While the Philippines may not be moving at a piece as fast as those of developed countries in the area of educational assessment, this is not entirely new field in the country We have always had some serious efforts at evaluation in our educational system. Simple as these might be and possibly a few steps behind in comparison to your sophisticated designs and procedures that well characterize your own evaluation techniques, ours as they gradually evolved into more systematic forms, have somehow proven their worth in charting directions and growth for our own people.

Our assessment attempt in non-formal education, however, is a young enterprise arising as it did from a felt need to narrow the gap between the out of-schoolers and the in-schoolers. As earlier pointed out, it is for this reason that some attempts have been made long this line by the National Educational Testing Center (NETC) through the accreditation and Equivalency Program (AEP).

The Accreditation and Equivalency Program (AEP)

Rationale

The Accreditation and Equivalency Program was instituted in 1975 in response to two major demands called for by the needs of the times: first, the need to democratize education in order to broaden the opportunities of some less advantaged and less fortunate but equally deserving members of our society, specifically the out-of-school youth: and second, the need to give due recognition and importance to learning acquired informally and/or non-formally so that education is not confused within time-bound and place-bound activities, but an all embracing learning process.

These demands of course, were not just the aftermath of impulsive judgements, rather, these were based on hard facts uncovered by a series of educational assessments carried out in the early seventies by the Presidential Commission to Survey Philippine Education (PCSPE), the Survey of Outcomes of Elementary Education (SOUTELE), the National College

Entrance Examination (NCEE) Program, and some other studies by private institutions, agencies and individuals.

Among the highlights of the findings of these studies were certain imbalances and deficiencies in the educational system whose outcomes came in different forms of "wasted human resources. Of particular concern to the AEP is the glaring statistics on the participation and drop-out rates of the school-going population of the country.

In the pursuit for an elementary education, statistics revealed an impressive take-off rate of 84 percent for the 7-12 years population. However, a decline in participation was observed in the secondary and tertiary levels where participation hardly reached the 60 percent mark for the former and 20 percent mark for the latter. A cohort analysis applied on the data revealed that for every 100 children who enrol for the first year of schooling, 57 survive to Grade VI five years later 26 reach the last year of the secondary level and only 12 complete a college degree. This inverse relationship between the educational ladder and the participation rate indeed posed a problem to authorities concerned.

Cognizant of the problem, the Philippine educational system, in the context of its development plans, has become more flexible and responsive to felt needs. Consequently, it has been designed to enable every Filipino to be more fully integrated at any stage into the nation's educational, economic or social mainstream. This move then came in the form of a scheme called the Accreditation and Equivalency Program. Coupled with the desire to retrieve school-leavers and remedy the "over-age" and "over-size" issues accompanying re-entry into the formal school system, the program likewise pioneered in the move to recognize and credit learnings acquired by school-leavers during their absence from school, so that integration at the appropriate grade/year level is made possible. This concept is based on the premise that education is a life-long process, one that is extended throughout the life-span of an individual to attain the fullest possible development in personal, social and professional life . As such, learning is not limited to what actually occurs within the school premises but also includes every experience of a person gathered from whatever source and/or whatever manner. In this context, it seeks to view education in its totality and includes learning that occurs in the home, school, community and work place, and through mass media and other situations and structures for acquiring and enchancing enlightement.

In order to bring these ideas and concepts underlying the AEP to a workable level, the program was set to attain the following long-range objectives: 1.) to retrieve out-of-school youths and place them in the formal school system, if they so desire; 2.) to accredit and validate

knowledge and skills in academic areas gained through formal, non-formal and informal ways; 3.) to accredit and validate work experience for purposes of job promotion, entry to job training, employment and self-fulfillment 4.) to develop and validate instruments to be used to measure skills in the various areas of practical arts as well as in the other occupational fields; and 5.) to develop a set of criteria for establishing equivalency.

These objectives were envisioned to be fulfilled through the use of a placement tests that had to be developed to assess learning acquired in a variety of ways. The test was then developed in 1975 and was called the Philippine Educational Placement Tests (PEPT).

The Philippine Educational Placement Tests (PEPT)

The Philippine Educational Placement Tests (PEPT) are the basic instruments used to assess knowledge and work experiences in various areas of endeavor which will be given credit for academic equivalence as a means of recognizing learnings acquired outside the school.

The first set of final forms of the Academic Achievement Tests, which was used for the first year of implementation, consisted of three booklets: one for Communication Arts (Pilipino), one for Ecommunication Arts (English) and one for Mathematics. Generally, these tests are achievement-oriented types of tests and are not very different from the common achievement tests, except maybe in refinement and representativeness of scores because they were based on learning continue and prepared by experts. However, it is important to mention that in the first year of implementation these tests were characterized by some special features not ordinarily true to other achievement tests. Each test consisted of items for all grade/year levels, starting from the lowest grade to the highest year level (Year IV). Nevertheless, an examinee does not necessarily have to take the tests for all levels. If a drop-out left school when he was in Grade V he was considered to have completed only Grade IV. Thus, he will be administered the tests starting off with Grade V items but will be allowed to go on up to highest grade or year level he can tackle. In the 1977 PEPT this features was true for Communication Arts (English and Pilipino) and Elementary Mathematics. As for Secondary Mathematics, an "omibus" type of test was used. This type requires all high school drop-outs (regardless of year level completed) to take the tests from first year to fourth year.

For the subsequent years of implementation some changes were adopted as a result of several analyses made on the tests. First, the test now consisted of two sets: 1.) The Academic Achievement Tests and

2) The performance Tests. The former is purely a measure of academic achievement the latter is a measure of performance in various work experiences that the out-of-school youth might have been exposed to. Second, all three tests of the academic portion were prepared and later administered as 'omibus type of tests. The test for each subject area covers, in a sequential manner, basic learning skills required for the grade/year levels. A leaver who takes the test starts from the lowest grade level and go as far as his acquired skills will allow him to reach the appropriate grade level he can manage Thus, a school leaver might be placed in different grades or levels in each of the 3 areas, depending upon his own abilities and skills.

The academic tests are multiple-choice type i e., the examinee is to choose the correct or best answer from 4 choices numbered 1, 2, 3, 4 after each item question. A test booklet for each subject area contains the test items for all six (6) grade levels in the elementary and all four (4) year levels in high school. However, the length of the tests vary from one subject to another. Sining ng Komunikasyon (Communication Arts, Pilipino) is composed of 200 items, Mathematics has 130 items and Communication Arts (English) 200 items. Conversion tables for the raw scores in each test were prepared to determine the educational levels of the examinees

The Performance Tests consist of test packages that span five areas of practical arts, i e., agricultural arts, business and distributive arts, home making arts, and industrial arts. These packages were developed through a series of identification, analysis and classification of the most common jobs which people in the various trades are engaged in. Thus, each package is designed to draw from the school-leaver the degree of proficiency or mastery he/she has developed in performing specific job or jobs while out of school. The series of practical work and the work process demanded of the school-leavers in each package bring about the interplay of as many functional skills, and basic knowledge as possible. Each of the functional skills which include management skills, communication skills, numeracy skills, etc. is coded and assigned equivalent points. Thus a school-leaver gathers equivalent points in different skills as he performs any one test package.

Results

A. Profile of the AEP Participants

Table 1 presents the number of out-of-school youth that participated in the Philippine Educational Placement Test in its first three years of implementation. Obviously, an increasing trend is discernable over the years for all levels. From a total of only 9,091 participants in the first year, the second and third years surged up to as high as 27,727 and 22,121 examinees, respectively. Of the total participants in each year it is observed that the bulk of examinees are leavers of the secondary level of education (59.62% in 1978, 64.76% in 1979, and 75.60% in 1980),

followed by those who dropped out in the last two years of elementary level (intermediate grades). The lowest percentage of participation comes from the primary grades (I-IV). They constituted 5.13% in 1978; 5.79% in 1979 and 3.25% in 1980, out of the total participants for each year. The low percentage of drop-outs in the primary grades could be attributed to the government's policy of free primary education.

The profile of PEPT examinees show that there is an almost equal participation of school-leavers coming from the rural and urban areas of the country. Fifty-two and eight tenths percent (52.8%) come from rural areas and 47.2% come from urban communities.

The participants of the program consisted of more males (55.34%) than females (44.66%). This could be suggestive of two possibilities; first, that there are more males than females who usually drop out of schools; and/or second, that males being the major breadwinners are more interested than females in improving their lot by returning to school or by being placed in jobs.

The distribution of examinees by age group revealed that 92% of the total participants are 10-29 years of age. Since these ages are actually school-going ages, the data seems to indicate that almost all those who availed of the AEP are those who intend to re-enter the formal school system. Expectedly, being a relatively young group, 87.9% are unmarried and only 12.1% are married.

Information on the academic background of the examinees suggest that more often than not, school-leavers are from government-owned public schools. A total of 92.97% dropped out from various types of public schools and the remaining percentage from private institutions. This was of course expected because provision for elementary and secondary education in the Philippines is normally borne by the government. As for the last grade/year level completed before droppoing out, it was found that school-leavers have completed the last two elementary grades if they are elementary drop-outs, or the first two years of high school if they are secondary level drop-outs.

As far as number of years of being out of school is concerned, it was further found that 33 percent have been out of school for 4-6 years, 25% for 7-9 years and 23% for 10 years or more. Only 15% were out of school for 3 years or less. Cumulatively, almost 60 percent of the school-leavers have dropped out of school for 4-9 years.

When asked about the factors that could have influenced their dropping-out of school, most factors mentioned by the respondents were economic in nature. Theffive most popular ones include: the need to work, distance of school from home which entails transportation expenses, inability to pay school fees, too much work in school and not being able to afford clothes and school supplies.

The extent of influence, if there are any, of the above mentioned factors on loss, retention or gain of school-based skills was also tested This will be presented later.

B. Performance in the PEPT

Based on the results of the academic achievement tests, together with the evaluation of the work experience records of those who are or have been working, (in the absence of the Performance Tests which was still in their final stage of refinement), decisions were arrived at on the appropriate grade/year placement of the school-leavers desiring to re-enter the formal schooling system. Tables 6A to 6C present the data on these over a 3 year period. Included in the tables are the data on the grade/year level they left off and the grade/year level placement where they are supposed to resume formal schooling. As can be seen from table 6A, out of the 21 examinees who dropped from Grade I, eight were retained in the same grade, three were accelerated to Grade II, seven, to Grade III, one to Grade IV, and one to Grade V. The other figures in the two tables may be interpreted in like manner.

For more meaningful interpretation of the data, Table 7 summarizes the average performances of the 1979 examinees by region. However, since regional variations were very slight and no clear pattern or trend could be discerned from this table, further analysis was done on the total population and not by region. The first table that concerns this analysis is Table 8 which shows the average performances of the total examinees and classified these into retrogression, retention or gain. In general terms it can be deduced from the table that the chances of regressing or losing school-based skills is quite high as a result of a few years of absence from school There were 61 49 percent who actually retrogressed or lost some skills. However, it is consoling to note that the incidence of gaining some skills that would allow one to be integrated into the next higher levels of schooling is likewise very possible. A little more than one fourth (26.63%) were actually accelerated or promoted to higher grades in addition to almost 12% who were retained in the grades where they dropped out. In an attempt to check on the validity of predictions made by the tests, follow-up studies were encouraged and true enough, studies by graduate students on the estimated 5,000 PEPT examinees who were re-admitted in the formal system came up with findings convincingly supportive of the predictive validity of the tests To cite a specific example, a study by Tagnipez (1981) using 622 examinees who took the 1979 tests in 13 divisions of Northern Mindanao, found high correlation between PEPT performance and school performance in Communication Arts (English and Pilipino) and Mathematics, and no significant differences in the school performances of PEPT participants and the regular students enrolled in the same schools. Similar studies carried out in other parts of the country collaborated these findings.

Encouraged by the interesting results yielded by the PEPT data, a research-oriented agency called the International Development Research Center (IDRC) through EDPITAF, became aware of the potentials of the PEPT data as a possible source of information for policy-decisions on literacy retention and promotion issues. After some negotiations with NETC and EDPITAF, IDRC agreed to fund a project called "Literacy Retention in Primary Schools Project to be conducted within a period of twenty four months. Since this project will terminate in July of this year, only the initial findings we have which are relevant to this paper are presented here

From an in-depth analysis of the 1979 PEPT data the following findings were gathered

A cursory look at the figures in Table 8 reveals that generally, there is no clear relationship pattern between the grade level completed by the school leavers before dropping out and the incidence of loss, retention and gain of literacy and numeracy skills they acquired in school However, when attention is directed at the gainer's group, it can be noted that school-leavers who completed Grades IV and VI and years II and III before dropping out registered what could be considered extraneously high per centage of gainers than those who completed other grades, i.e., 26% and 27% for Grades IV and VI, and 27% and 31% for years II and III, respectively.

Such findings may be suggesting that there are what we may call 'headways" or peaks' in the learning process, just as there seem to be "slopping down' points. However, before the "peaks' occur, and for one to at least retain the basic skills acquired from school and to some extent gain from learning outside, the data seem to suggest further that one must at least have reached the third grade of elementary schooling.

To some extent these speculations are supported by the data found in Table 9 which presents a cross tabulation of number of grade/year levels lost or gained and grade/year level completed Evidently, the figures indicate that the higher the educational level one has completed before leaving school, the lesser the likelihood of lost or retrogression and the more chances of gain or acceleration.

Looking at this performance data a bit closely and re-arranging them in such a way that their performance could be compared at the various grade levels completed before dropping out and at the grade/year level the participants were placed as a result of their examinations, varying degrees of retrogression and progression are visible (Table 10). However, particular attention is called to a very interesting finding. For purposes of the literacy study, we consider a person illiterate if his average standard scores in the academic achievement tests in the three subject areas (Communication Arts - English, Sining ng Komunikasyon, Mathematics) fall below Grade I which in this case is a standard score of 28.

Hence, if we look at those groups whose standard scores are below Grade I, we obviously see a group who reverted to illiteracy as shown below:

Percentage Distribution of Examinees Who Retrogressed to Illiteracy

G L C	%
1	53
2	21
3	9
4	2
5	.7
6	.5

The above figures suggest that Grade Level Completed (GLC) does influence retrogression or reverting to illiteracy. Their relationship as seen from the table, is almost perfect. Thus as one completes Grade I, the chances that he would revert to illiteracy is 53%, however, by completing one more grade, i.e., Grade II, that same chance is reduced to 21%. And as he goes up and completes higher elementary grades, the chances that he would be permanently literate is considerably increased.

Realizing that these findings could point to many possible implications, it was imperative that more in depth analysis of the data be done to substantiate the earlier results. Multiple regression analysis was employed using as predictors three variables that were earlier found to be correlated with the achievement scores of the drop-outs. These variables are grade year level completed before dropping out; number of years out of school, and sex of the examinees. Among the three variables, it appears that grade/year level completed has the greatest impact on achievement scores. It explains 37 percent of the variance of scores for the urban group and 31 percent for the rural group. The number of years a school leaver has stayed out of school has also been found to account for 6 percent and 13 percent of the scores of the urban and rural examinees, respectively. Lastly, as regards the influence of sex on performance in the PEPT, a moderate and differentiated effect among urban and rural examinees was observed. Only 3 percent of the scores are contributed by sex in the urban areas while 13 percent can be explained by sex

in the rural group. Apparently, the extent of retention, lose or gain of basic skills after one has dropped out from school is dependeut upon some factors or conditions, with grade level completed (GLC) having most significant contribution. This minimum grade level required before dropping out to minimize loss as found earlier, is Grade III.

Issues and Implications

In the light of the major findings yielded by the AEP data some issues can be raised and implications can be drawn:

First, on the findings that Grade III appears to the acceptable grade level where permanency of literacy and numeracy skills is at its optimum, implications from the marginal returns perspective can be deduced Going back to the data in Table 10 showing the percentage distribution of examinees who retrogressed to illiteracy (Below Grade I), one obviously sees that the incremental value a person gets after finishing Grade II has an equivalent 32% (53%-21%). This situation is similarly improved as one completes Grade III by as much as 12% (21%-9%), and by as much as 7% after Grade IV. The net improvement accrues to 44% thereby placing one s chance to acquire permanent literacy to approximately 91 percent.

In other words, the percentage returns to the individual, translated in terms of basic skills and knowledges learned, indicate that a solid foundation has already been established after completing Grade III. Such being the case, one who stops schooling at this stage has greater chances of acquiring permanent literacy than one who drops out of school earlier And one who fortunate enough to continue his schooling will be able to further enrich what he possesses.

Considering now the cost implications involved in the provision of basic schooling in the Philippines, we could infer that the benefit returned for every peso and centavo spent on basic schooling is at its optimum in Grade III and that this return tends to diminish considerably as we go up to Grade VI The issues that can be raised along this line is - what should be done to offset the cost implications of dropping out on or before Grade III? Two possibilities tend to surface at the moment to - strengthen the holding power of the school on the students and intensify learning in these grade levels, and/or to explore non-formal avenues of learning outside the school to reinforce what has been acquired and provide for further learning in the event of dropping out. The same points are emplied by the finding that grades level completed before dropping out and number of years out, have significant effects on achievement in the primary grades.

From the finding that there seem to exist "headways" or "speaks" and "sloping down points in the learning process as one goes along the educational ladder, the issue on curriculum designing or sequencing seems to be relevant. Should the curriculum be so designed that some "pushing" or intensified teaching be done at the "sloping down" points or should it be in such a way that new learning experiences be minimized information on a problem common to most societies of the world-the assessment and recognition of potentials of school-leavers or drop-outs and the accreditation of workexperiences acquired outside of the formal system. With these as a springboard, out-of-school youth and adults are afforded an array of future chances to enter the formal educational system and improved possibilities in the world of work. The fruits of this endeavor will hopefully serve to pave the way for a deeper consciousness and a more laudible achievement of the basic priorities in the development of the total man in the total society.

Table 1

Percentage Distribution of 1978, 1979, 1980 PEPT Examinees
By Region and By Educational Level Completed

Educ'l Level Completed / Region	1978 PEPT				1979 PEPT				1980 PEPT			
	Primary	Intermediate	Secondary	Total	Primary	Intermediate	Secondary	Total	Primary	Intermediate	Secondary	Total
	N=466	N=3205	N=5420	9091	N=1315	N=6694	N=14718	22,727	N=720	N=4456	16,945	22,121
Nat'l.Capital Region	0.53	3.16	7.35	11.03	0.51	1.61	3.50	5.61	0.78	2.35	8.28	11.41
Region I	0.30	2.27	3.09	5.71	0.19	1.54	1.81	3.54	0.06	0.67	2.20	2.94
II	0.36	0.76	1.66	2.78	0.08	0.58	0.89	1.55	0.06	0.41	1.38	1.85
III	0.15	1.58	2.67	4.41	0.63	2.24	4.41	7.28	0.10	0.65	4.63	5.38
IV	0.59	7.36	11.15	19.11	0.43	4.32	10.24	14.99	0.45	3.62	18.64	22.71
V	0.18	2.79	2.73	5.70	0.19	1.96	4.12	6.27	0.12	1.04	3.94	5.10
VI	0.19	1.56	2.83	4.58	0.26	1.63	2.85	4.74	0.13	1.05	5.29	6.47
VII	0.54	1.94	4.18	6.65	0.32	2.46	4.76	7.53	0.18	0.97	4.61	5.75
VIII	0.04	0.33	1.12	1.50	0.12	1.13	2.05	3.30	0.10	0.79	2.46	3.35
IX	0.18	0.80	3.64	4.62	0.11	0.96	3.64	4.71	0.06	0.45	1.62	2.13
X	1.16	6.26	10.60	18.03	0.83	2.97	9.16	12.95	0.24	2.23	7.10	9.57
XI	0.38	2.78	4.74	7.91	0.39	3.86	9.56	13.82	0.38	2.98	10.88	14.24
XII	0.26	3.22	3.07	6.55	1.64	4.11	7.30	13.05	0.39	2.69	4.60	7.68
XIV (Special Cases)	0.19	0.44	0.79	1.42	0.08	0.10	0.48	0.66	0.19	0.25	0.95	1.40
T O T A L	5.13	35.35	59.62	100.00	5.79	29.45	64.76	100.00	3.25	20.14	76.60	100.00

Table 2

Percentage Distribution of Examinees By Type of Community, Sex, Civil Status and Type of School Attended

Type of Community	Sex	Civil Status	Type of School Attended
Rural = 52.8% Urban = 47.2	Males = 55.34 Females = 44.66	Single = 87.9 Married= 12.1	Public= 93% Private= 7%

Table 3

Age Groupings of the Examinees

AGE	%
10-14	10.3
15-19	51.7
20-24	23.3
25-29	6.7
30-34	2.9
35-39	2.4
40-44	1.8
45 & Above	1.0
	N = (8009)

Table 4

Percentage Distribution of Examinees Based on Grade Level Last Completed *

GLC*	%
Grade I	2.2
2	1.7
3	3.9
4	8.5
5	17.0
6	66.6

Table 5

Percentage Distribution of Examinees Based on Number of Years Out-of-School

Number of Years	%
Below 2 years - 3 years	15
4 - 6 years	33
7 - 9 years	25
10 years or more	23

Table 6A

Grade/Year Level Placement of Examinees Based on the Results of the 1978 PEPT

Grade/Year Level Completed	Total N / %	Grade/Year Level Placed																							
		I		II		III		IV		V		VI		First		Second		Third		Fourth		No Grd./Inc.	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade I	21 0.23	8	38.10	3	14.29	7	33.33	1	4.76	1	4.76	0	.00	0	.00	0	.00	0	.00	0	.00	1	4.76
Grade II	25 0.27			5	20.00	6	24.00	4	16.00	9	36.00	1	4.00	0	.00	0	.00	0	.00	0	.00	0	.00
Grade III	100 1.10					33	33.00	23	23.00	30	30.00	12	12.00	1	1.00	0	.00	0	.00	0	.00	1	1.00
Grade IV	320 3.52							59	18.44	90	28.13	128	40.00	24	7.50	5	1.56	1	0.31	4	1.25	9	2.81
Grade V	489 5.38									115	23.52	200	40.90	115	23.52	30	6.14	11	2.25	6	1.23	12	2.45
Grade VI	2716 29.88											558	20.54	1075	39.58	683	25.15	264	9.72	90	3.31	46	1.69
First Yr.	1856 20.42													394	21.23	699	37.66	500	26.94	220	11.85	43	2.32
Second Yr.	1759 19.35															458	26.04	566	32.18	703	39.97	32	1.82
Third Yr.	1435 15.78																	426	29.69	1001	69.76	8	0.56
Fourth Yr.	370 4.07																			370	100.00	0	.00
TOTAL	9091 100.00	8	0.09	8	0.09	46	0.51	87	0.96	245	2.69	899	9.89	1609	17.70	1875	20.62	1768	19.45	2394	26.33	152	1.67

Table 6B
Grade/Year Level Placement of Examinees Based on the Results of the 1979 PEPT

GLC* \ GLP**	Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI		First Year		Second Yr		Third Year		Fourth Year		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Grade I	146	82.02	19	10.67	8	4.49	2	1.12	1	0.56	1	0.56	1	0.56	0	0.0	0	0.0	0	0.0	178
Grade II			106	75.71	14	10.0	11	7.86	4	2.86	4	2.86	1	0.71	0	0.0	0	0.0	0	0.0	140
Grade III					248	78.98	34	10.83	20	6.37	7	2.23	4	1.27	0	0.0	0	0.0	1	0.32	314
Grade IV							504	73.79	69	10.10	43	6.30	37	5.42	16	2.34	6	0.88	8	1.17	683
Grade V									1055	77.46	125	9.18	71	5.21	57	4.19	23	1.69	31	2.28	1362
Grade VI											3895	73.05	535	10.03	305	5.72	193	3.62	404	7.58	5332
First Year													4093	75.59	416	7.68	247	4.56	659	12.17	5415
Second Year															3739	73.03	293	5.73	1084	21.19	5116
Third Year																	2888	68.98	1299	31.02	4187
TOTAL	146	0.64	125	0.55	270	1.19	551	2.42	1149	5.06	4075	17.93	4742	20.87	4533	19.95	3650	16.06	3486	15.34	22,727

*Grade/Year Level Completed
**Grade/Year Level Placed

Table 6C
Grade/Year Level Placement of Examinees Based on the Results of the 1980 PEPT

Unschooled and Gr./Yr. Level Completed	GRADE/YEAR LEVEL PLACED																					
	Unschooled		Gr.I		Gr.II		Gr.III		Gr.IV		Gr.V		Gr.VI		First Year		Second Year		Third Year		Fourth Year		T
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Unschooled	13	40.62	8	25.00	6	18.75	2	6.25	2	6.25	1	3.12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	32
Grade I			12	35.29	11	32.35	8	23.53	0	0.0	0	0.0	2	5.88	0	0.0	0	0.0	0	0.0	1	2.94	34
Grade II					40	62.50	10	15.63	3	4.69	6	9.38	1	1.56	2	3.12	0	0.0	0	0.0	2	3.12	64
Grade III							104	63.41	25	15.24	13	7.93	11	6.71	7	4.27	1	0.61	1	0.61	2	1.22	164
Grade IV									280	65.73	60	14.08	30	7.04	29	6.81	9	2.11	4	0.94	14	3.29	426
Grade V											660	68.97	104	10.87	86	8.99	38	3.97	35	3.66	34	3.55	957
Grade VI													2230	63.73	409	11.69	294	8.40	149	4.26	417	11.92	3499
First Year															3653	66.75	512	9.36	364	6.65	944	17.25	5473
Second Year																	3735	62.86	539	9.07	1668	28.07	5942
Third Year																			3274	59.20	2256	40.80	5530
Total	13	0.06	20	0.09	57	0.26	124	0.56	310	1.40	740	3.35	2378	10.75	4186	18.92	4589	20.74	4366	19.74	5338	24.13	22121

Table 7

Regional Percentage Distribution of 1979 Examinees By Achievement Status Classification and By Grade/Year Level Completed

GLC*	ASC**	REGION													
		I	II	III	IV	NCR	V	VI	VII	VIII	IX	X	XI	XII	XIV
I	N -	(2)	(3)	(27)	(2)	(4)	(2)	(0)	(6)	(2)	(0)	(15)	(2)	(112)	(1)
	Retrogression	0	33.33	74.07	50.00	50.00	100.00	-	33.33	100.00	-	66.67	-	49.11	-
	Retention	0	66.67	14.81	0.0	25.00	0.00	-	50.00	0.0	-	33.33	100.00	29.46	100.00
	Gain	100.00	0.0	11.11	50.00	25.00	0.0	-	16.67	0.0	-	-	-	21.43	-
II	N -	(15)	(6)	(22)	(5)	(13)	(7)	(0)	(4)	(0)	(0)	(13)	(7)	(54)	(4)
	Retrogression	20.00	66.67	40.91	40.00	53.85	85.71	-	0.0	-	-	30.77	42.86	48.15	75.00
	Retention	40.00	16.67	27.27	0.0	23.08	14.29	-	75.00	-	-	61.54	14.29	29.63	-
	Gain	40.00	16.67	31.82	60.00	28.08	0.0	-	25.00	-	-	7.69	42.86	22.22	25.00
III	N -	(10)	(4)	(25)	(24)	(31)	(8)	(13)	(16)	(2)	(7)	(61)	(15)	(92)	(6)
	Retrogression	60.00	50.00	44.00	41.67	41.94	50.00	69.23	68.75	100.00	100.00	54.10	73.33	56.52	66.67
	Retention	10.00	25.00	16.00	29.17	25.81	50.00	30.77	6.25	0.0	-	31.15	6.67	25.00	-
	Gain	30.00	25.00	40.00	29.17	32.26	0.0	0.0	25.00	0.0	-	14.75	20.00	18.48	33.33
IV	N -	(26)	(6)	(69)	(67)	(67)	(27)	(46)	(46)	(24)	(19)	(99)	(65)	(114)	(8)
	Retrogression	30.77	16.67	44.93	32.84	16.42	59.26	63.64	63.04	58.33	84.21	67.68	69.23	72.81	75.00
	Retention	30.77	33.33	18.84	23.88	16.42	22.22	21.74	17.39	29.17	5.26	12.12	18.46	16.67	12.50
	Gain	38.46	50.00	36.23	43.28	67.16	18.52	15.22	19.57	12.50	10.53	20.20	12.31	10.53	12.50
V	N -	(62)	(36)	(67)	(214)	(77)	(35)	(97)	(109)	(49)	(26)	(186)	(161)	(237)	(6)
	Retrogression	50.00	47.22	64.18	36.92	35.06	65.71	74.23	63.30	79.59	88.46	75.27	67.70	77.22	66.67
	Retention	20.97	22.22	10.45	18.69	15.58	8.57	11.34	15.60	10.20	11.54	13.98	14.29	11.39	16.67
	Gain	29.03	30.56	25.37	44.39	49.35	25.71	14.43	21.10	10.20	0.0	10.75	18.01	11.39	16.67
VI	N -	(288)	(96)	(441)	(768)	(288)	(410)	(273)	(449)	(207)	(192)	(489)	(717)	(698)	(16)
	Retrogression	50.00	48.96	45.35	42.58	32.99	55.61	68.50	67.93	58.45	79.17	78.73	62.48	78.37	37.50
	Retention	18.06	9.37	15.42	14.58	16.67	13.90	11.36	12.25	12.03	11.46	9.82	13.95	10.60	12.50
	Gain	31.94	41.67	39.23	42.84	50.35	30.49	20.15	19.82	29.47	9.37	11.45	23.57	11.03	50.00

*Grade Level Completed

**Achievement Status Classification

Table 7 (Con't)

CLC	ASC	REGION													
		I	II	III	IV	NCR	V	VI	VII	VIII	IX	X	XI	XII	XIV
Ist Yr.	N -	(133)	(109)	(374)	(844)	(248)	(369)	(256)	(402)	(179)	(292)	(852)	(742)	(589)	(21)
	Retrogression	56.39	57.80	48.13	47.16	35.48	59.08	54.30	53.73	59.78	82.88	82.04	63.45	81.49	33.33
	Retention	15.79	11.01	13.90	17.18	18.95	12.20	15.62	17.66	10.61	10.62	9.04	12.58	8.66	9.52
	Gain	27.82	31.19	37.97	35.66	45.56	28.72	30.08	28.61	29.61	6.51	8.92	23.96	9.85	57.14
2nd Yr.	N -	(158)	(56)	(352)	(705)	(291)	(291)	(224)	(370)	(178)	(288)	(718)	(807)	(653)	(25)
	Retrogression	56.96	51.79	51.14	51.91	30.57	54.98	57.14	58.38	52.81	82.29	81.20	64.93	83.46	28.00
	Retention	10.13	17.86	13.07	11.49	11.34	9.28	10.27	10.81	10.67	6.94	7.66	9.29	6.43	16.00
	Gain	32.91	30.36	35.80	36.60	58.08	35.74	32.59	30.81	36.52	10.76	11.14	25.77	10.11	56.00
3rd Yr.	N -	(120)	(37)	(277)	(778)	(257)	(276)	(168)	(309)	(109)	(247)	(511)	(619)	(417)	(62)
	Retrogression	56.67	75.68	47.65	56.56	32.68	63.41	60.12	54.69	53.21	81.78	77.89	63.49	75.30	29.58
	Retention	5.83	2.70	8.30	8.48	9.73	7.97	5.36	8.41	11.01	4.45	6.46	5.98	8.39	8.06
	Gain	37.50	21.62	44.04	34.96	57.59	28.62	34.52	36.89	35.78	13.77	15.66	30.53	16.31	69.35

Table 8

Examinees Performance in the 1979 PEPT

Grade/Year Level Completed	Retrogression		Retention		Gain		TOTAL	
	N	%	N	%	N	%	N	%
Grade I	95	53.37	51	28.65	32	17.98	178	100
Grade II	65	46.43	41	29.29	34	24.29	140	100
Grade III	175	55.73	73	23.25	66	21.02	314	100
Grade IV	378	55.34	126	18.45	179	26.21	683	100
Grade V	859	63.07	196	14.39	307	22.54	1362	100
Grade VI	3192	59.86	703	13.18	1437	26.95	5332	100
First Year	3386	62.53	707	13.06	1322	24.41	5415	100
Second Year	3248	63.49	491	9.60	1377	26.92	5116	100
Third Year	2576	61.52	312	7.45	1299	31.02	4187	100
T O T A L	13974	61.49	2700	11.88	6053	26.63	22727	100

Table 9

Percentage Distribution of Examinees' Performance in the 1979 PEPT By Number of Grade Levels Retrogressed and Gained and By Grade/Year Level Completed Before Dropping Out

Grade/Year Level Completed (GLC)	Number of Grade Levels Retrogressed										Number of Grade Levels Gained									N = (22727)
	9	8	7	6	5	4	3	2	1	0	1	2	3	4	5	6	7	8	9	
Grade I									53	29	11	4	1	.6	.6	.6	0	0	0	178
Grade II								21	26	29	10	8	3	3	.7	0	0	0		140
Grade III							9	13	33	23	11	6	2	1	0	0	.3			314
Grade IV						2	8	20	26	18	10	6	5	2	.9	1				683
Grade V					.7	3	15	23	21	14	9	5	4	2	2					1362
Grade VI				.5	1	7	15	19	17	13	10	6	4	8						5332
First Year			.4	.2	3	10	15	19	15	13	8	5	12							5415
Second Year		.1	.2	2	6	11	16	14	15	10	6	21								5116
Third Year	.2	.1	.7	4	8	12	12	14	10	7	31									4187

Table 10

Cross Tabulation of Grade/Year Level Completed and Grade/Year Placed in the 1979 PEPT

GLC	Grade/Year Level Placed										
	Below Gr. I	Gr. I	Gr.II	Gr. III	Gr.IV	Gr. V	Gr. VI	Ist Year	2nd Year	3rd Year	4th Year
Grade I	53	29	11	4	1	.6	.6	.6	0	0	0
Grade II	21	26	29	10	8	3	3	.7	0	0	0
Grade III	9	13	33	23	11	6	2	1	0	0	.3
Grade IV	2	8	20	26	18	10	6	5	2	.9	1
Grade V	.7	3	15	23	21	14	9	5	4	2	2
Grade VI	.5	1	7	15	9	17	13	10	6	4	8
First Year	.4	.2	3	10	15	19	15	13	8	5	12
Second Year	.1	.2	2	6	11	16	14	15	10	6	21
Third Year	.2	.1	.7	4	8	12	12	14	10	7	31